|  |
| --- |
| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.3.7. Demonstrate an understanding of equivalence or balance of sets using objects, models, diagrams, numbers whole number relationships (operations) and the equals sign, e.g., 2 + 3 = 5 is the same as 5 = 2 + 3 and the same as 4 + 1 = 5. (Includes Today’s Number and Quick Images)  **CC.2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.  2.2.14  Solve problems using addition and subtraction facts involving sums and differences to 20 with flexibility and fluency (Includes Today’s Number)  **CC.2.OA.2** Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.  3.3.6.    Solve problems involving telling time, including estimating and measuring the length of time needed to complete a task, to the half-hour using analog and digital clocks. (Includes What Time is it?)  **CC.2.MD.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.  3.3.7.    Use measurement tools such as thermometers to measure temperature, basic rulers to measure length to the nearest half-inch or centimeter, and balance scales to measure weight /mass in grams.  **CC.2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes  3.3.8.    Use nonstandard referents and standard benchmarks to estimate and measure the following:lenth(to the nearest inch, half-inch, yard, centimeter), area(in square inches), capacity(in liters and cups), weight(in grams), temperature; and volume(using water or sand)  **CC.2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes  **CC.2.MD.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.  **CC.2.MD.3** Estimate lengths using units of inches, feet, centimeters, and meters.  **CC.2.MD.4** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.  3.3.10.    Describe the relationships between and centimeter and meter among inch, foot and yard.  **CC.2.MD.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.  4.2.3.    Describe data that have been organized and make comparisons using terms such as largest, smallest, most often or least often  **CC.2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.  **CC.2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (See Glossary, Table 1 – *Common Core State Standards for Mathematics*.)  4.2.4. Determine patterns and make predictions from data displayed in tables and graphs  **CC.2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.  **CC.2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (See Glossary, Table 1 – *Common Core State Standards for Mathematics*.) |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  3.3.9.    Describe the strategy used to determine an estimate and determine if the estimate is reasonable.  4.3.5.    Describe and explain the likelihood of the occurrence of various events. State possibilities, make predictions (How Many Pocket? ONLY) |
| **CCSS but not GLE’s** |